

Name \_\_\_\_\_

School \_\_\_\_\_

Town \_\_\_\_\_

Grade \_\_\_\_\_

Phone \_\_\_\_\_

| LEARNING RESULTS |  |  | DEGREE OF MATCH | 0=no link<br>1=weak link<br>2=good link<br>3=strong link |
|------------------|--|--|-----------------|--|
| <b>A.</b>        | <b>PERSON-TO-PERSON COMMUNICATION</b><br>Students will develop communication skills for direct conversation and written correspondence. Students will be able to:  |  |                 |  |
| A1.              | Express personal information by using learned patterns in short sentences.   |  |                 |  |
| A2.              | Describe people and things using short phrases.  |  |                 |  |
| A3.              | Express feelings about familiar situations.  |  |                 |  |
| A4.              | Make and respond to simple requests.   |  |                 |  |
| A5.              | Ask and respond to questions in social situations.   |  |                 |  |
| <b>B.</b>        | <b>READING, LISTENING, AND VIEWING FOR UNDERSTANDING</b><br>Students will develop reading, listening, and viewing skills so they can obtain and interpret information. Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to: |  |                 |  |
| B1.              | Demonstrate understanding of brief messages, commands, and directions.*  |  |                 |  |
| B2.              | Paraphrase brief written passages and personal notes on a familiar topic.  |  |                 |  |

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|                  |  |  |                 |  |
| B3.              | Select the main ideas and identify principal characters in illustrated stories.*   |  |                 |  |
| B4.              | Respond to one- and two-step written directions.   |  |                 |  |
| B5.              | Demonstrate understanding of the main ideas of simple sentences in narratives and conversations.*  |  |                 |  |
| B6.              | Use and react to gestures, intonation, and other visual or auditory cues.  |  |                 |  |
| B7.              | Recognize sounds and speech patterns of the language studied.  |  |                 |  |
| C.               | <b>ORAL AND WRITTEN PRESENTATIONS</b><br><b>Students will develop skills in oral and written presentation for one-way communication with an individual or a group. Students will be able to:</b> |  |                 |  |
| C1.              | Produce simple stories about everyday events or activities by using single words and phrases (pictures may be used to supplement the stories).   |  |                 |  |
| C2.              | Describe daily life or personal likes and dislikes in short narratives.  |  |                 |  |
| C3.              | Present information on a specific topic in short written or spoken sentences.  |  |                 |  |
| C4.              | Produce appropriate sounds and speech patterns.  |  |                 |  |

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|------------------|--|--|-----------------|--|
| D.               | <b>WORKINGS OF LANGUAGE</b><br>Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.)<br>Students will be able to: |  |                 |  |
| D1.              | Recognize that languages are related to each other by identifying words and symbols (e.g., alphabets) derived from other languages.*   |  |                 |  |
| D2.              | Identify idiomatic expressions in their own language and the second language.*   |  |                 |  |
| D3.              | Recognize and use formal and informal forms of language in the second language and their own language.*  |  |                 |  |
| E.               | <b>CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES.</b><br>Students will gain insight into another culture through an understanding of its social practices, products, and perspectives. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to: |  |                 |  |
| E1.              | Identify how tangible products of the culture such as toys, dress, housing, food, currency, and crafts reflect life in that culture.*  |  |                 |  |
| E2.              | Participate in cultural activities of another culture, such as games, songs, celebrations, storytelling, and dramatizations.*  |  |                 |  |
| E3.              | Identify and produce types of artworks, crafts, or graphic representations enjoyed or made by their peer group within the culture studied.*  |  |                 |  |
| F.               | <b>CROSS-CULTURAL CONNECTIONS AND COMPARISONS</b>  |  |                 |  |

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|------------------|--|--|-----------------|--|
|                  | <b>Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:</b> |  |                 |  |
| F1.              | Demonstrate an understanding, in the second language, of terms and concepts learned in other subject areas, such as weather, math facts, measurements, plants and animals, and geography.  |  |                 |  |
| F2.              | Compare literature, art or music of another culture with examples from their own culture.*   |  |                 |  |